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Executive Summary

The ULAB Research Manual has been prepared as a guide for university faculty in writing their research proposals. It sets out clearly the procedures to follow when preparing a submission. It provides a useful definition of common terms used in academic research; discusses briefly the distinction between qualitative and quantitative research as well as a template for writing the proposal. In addition the manual provides an example of a well-presented research proposal, a guide to writing clear concise English and a warning about plagiarism. The manual also presents the important dates for the submission of proposals.
Introduction

The purpose of this manual is to provide you with guidelines on how to write a research proposal. It does this by defining the terms you will encounter frequently in your research activity and also provide you with a step-by-step guide on how to prepare a research submission to acceptable standards. It attempts to cover all the necessary steps required and at the same time provide suggestions on how to achieve those steps. An example of a good research proposal is also included in the manual along with some guidelines on writing clear English and a section on useful sites that may assist you in your preparation of the submission.

ULAB not only wants to support you in conducting your research, but also aims to improve its research profile by creating a cadre of trained and active researchers.

A new research office will eventually support your research efforts but in the meantime the Research Committee will perform these functions. Which are

- Providing the first point of contact for faculty seeking assistance in conducting research;
- Advising on applications, funding and preparing submissions for both internal and external funding opportunities;
- Overseeing the research process, including the procedures and protocols embedded in research process, which include;
  - Oversight of the disbursement of research funds; and
  - Guidance on ethical standards necessary to conduct research under the ULAB banner.

The research office will eventually fill a strategic position in the university by

- Developing the University research profile;
- Developing and implementing research policies; and
- Providing the strategic and operational links between the researchers, the University and external funding bodies when and where necessary.
# Definition of Key Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>A researcher who participates in the project</td>
<td></td>
</tr>
<tr>
<td>Chief Investigator</td>
<td>A researcher who applies for and receives funding for a project. He or she also leads the research activity and ensures the project is conducted ethically and achieves its outcomes. CIs must be ULAB faculty.</td>
<td>There may be more than one Chief Investigator.</td>
</tr>
<tr>
<td>Research</td>
<td>The creation of new knowledge and/or the use of existing knowledge in new and creative ways. The generation of new concepts, methodologies and understandings.</td>
<td>Remember there are different ways of doing research.</td>
</tr>
<tr>
<td>Exploratory research</td>
<td>Exploratory research is empirical research that seeks to generate hypotheses or potential answers to a research question rather than test those hypotheses.</td>
<td></td>
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<tr>
<td>Theoretical research</td>
<td>Theoretical research seeks to answer research questions through theorizing, formal modeling, or thought experiments without systematic empirical study.</td>
<td></td>
</tr>
<tr>
<td>Deductive research</td>
<td>Deductive research follows the scientific method. Based on a theory, a researcher derives a hypothesis, develops a research design to test that hypothesis, and implements the research design.</td>
<td>This method fits well with exploratory research.</td>
</tr>
<tr>
<td>Inductive research</td>
<td>Inductive research reverses the flow of the scientific method and derives hypotheses based on empirical observation.</td>
<td>The research question narrows the focus of research from a broad topic.</td>
</tr>
<tr>
<td>Research question</td>
<td>The question that the research seeks to answer. All research should seek to answer a specific or a specific set of questions.</td>
<td></td>
</tr>
<tr>
<td>Theory</td>
<td>Theory is a general explanation of how a specific causal relationship works. In other words, a theory tells us why an independent variable impacts a dependent variable.</td>
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<td><strong>Hypothesis</strong></td>
<td>A supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation. OR A proposition made as a basis for reasoning, without any assumption of its truth.</td>
<td>A hypothesis is a potential answer to a research question.</td>
</tr>
<tr>
<td><strong>Research design</strong></td>
<td>The research design entails the specific steps and methodologies to be used in answering a research question.</td>
<td></td>
</tr>
<tr>
<td><strong>Methodology</strong></td>
<td>A set or system of methods, principles, and rules to answer a research question or test a hypothesis. For example, small-n comparative case studies, experiments, or large-n statistical analyses are all methodologies.</td>
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</tr>
<tr>
<td><strong>Dependent variable</strong></td>
<td>The dependent variable is the variable that we want to explain.</td>
<td></td>
</tr>
<tr>
<td><strong>Independent variable</strong></td>
<td>The independent variable is the variable hypothesized to impact or cause the dependent variable.</td>
<td></td>
</tr>
<tr>
<td><strong>Quantitative Research Methods</strong></td>
<td>Quantitative research methods entail the analysis of data that can be assigned a numerical value.</td>
<td>Examples include survey data and economic data.</td>
</tr>
<tr>
<td><strong>Qualitative Research Methods</strong></td>
<td>Qualitative research methods entail the analysis of data that cannot be quantified. Such methods often allow for greater depth at the expense of generalizability.</td>
<td>Examples include interviews, focus groups, and participant observation.</td>
</tr>
<tr>
<td><strong>Ethnographic Research Methods</strong></td>
<td>The terms “ethnographic” and “Qualitative research” are used interchangeably. Ethnographic/qualitative research is used by social science researchers to explore a culture so as to understand human behavior up close and at a personal level.</td>
<td>Examples include in-depth interviews, Focus groups and participant observation, case studies.</td>
</tr>
<tr>
<td><strong>Mix- Methods Research</strong></td>
<td>A mix methods research is a method for collecting, analyzing and mixing both quantitative and qualitative research method to understand a research problem.</td>
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<tr>
<td><strong>Descriptive inference</strong></td>
<td>Inference refers to “using the facts we know to learn about facts we do not know.” With descriptive inference the goal is to describe what something is.</td>
<td>For example, what is the level of investor confidence in the capital markets?</td>
</tr>
<tr>
<td><strong>Causal inference</strong></td>
<td>Causal inference, by contrast, goes a step further and attempts to explain why something is or what effect something has based on the “facts that we know.”</td>
<td>For example, why do some investors have confidence in the capital markets while others don’t?</td>
</tr>
<tr>
<td>Budget</td>
<td>The budget outlines in details the financial implications of the research, including itemized costs.</td>
<td>Budgets have to be justified. All expenditure has to be accounted for.</td>
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<tr>
<td>Outputs</td>
<td>Outputs refer to the products that come out of the research. They may take many different forms including reports, books, documentaries, chapters or articles in refereed journals.</td>
<td></td>
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<tr>
<td>Outcomes</td>
<td>Refers to the broader issues and consequences arising from the research. For example, research shows conclusively that a new policy on safety in factories is required. A new policy is devised and implemented. This is an outcome.</td>
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</table>
Qualitative v. Quantitative Research

One of the ongoing debates is whether qualitative or quantitative methods should be used. The following may help you decide.

Use Qualitative Research To:

✓ Develop an initial understanding of an issue or problem
✓ Look for a range of ideas and feelings about something
✓ Understand different perspectives between groups and categories of people
✓ Uncover underlying motivations and factors that influence decision making and opinions
✓ Provide information needed to design a quantitative study
✓ Explain findings from a quantitative study

Use Quantitative Research To:

✓ Recommend a final course of action
✓ Find whether there is consensus on a particular issue
✓ Project results to a larger population
✓ Identify evidence regarding cause-and-effect relationships
✓ Describe characteristics of relevant groups of people
✓ Test specific hypotheses and examine specific relationships
✓ Identify and size market segments

Source: Adapted from Surveygizmo.

Dividing between qualitative and quantitative sources of information is a useful way of thinking about research, but it is quite possible for your research design to combine the two approaches. That is, something that is essentially a qualitative research project may, quite legitimately, contain a quantitative element. In short don't get hung up on methodology. Find what works for you, plan accordingly and be meticulous in your application. The approach you adopt is a means to achieve your overall goals.
Narrowing and Focusing Research

Things to keep in mind when preparing your research proposal:

- Be specific about why the research is important and the benefits of the proposed research;
- A good proposal is a focused proposal with clearly defined boundaries. You might be interested in a broad topic (e.g. capital markets), but your research question should be much narrower than that topic.
- Demonstrate that you have a wide knowledge of the topic you are going to research, which requires considerable background reading; Demonstrate that you have a firm grasp of other research in the area you are focusing on;
- Demonstrate that you are familiar with and understand the methodology you intend to use in the research;
- Be specific about the proposed activities required by the methodology;
- Seek out the assistance of colleagues in the preparation of your proposal and be prepared to revise several drafts before submission;
- You have limited space so write carefully, clearly and with purpose;
- Always take care with spelling, grammar and syntax; a well-written proposal has a much greater chance of acceptance;
- Be aware of and try to anticipate the methodological problems you may encounter;
- ULAB positively encourages the submission of joint proposals from Faculty. This increases the range of expertise available to conduct the research and may also reduce the workload involved;
- ULAB also actively encourages Faculty to seek outside funding sources for research.
Submission Procedures

ULAB has adopted a definite policy on submission dates. There will be one call per year until further notice.

Call for research proposals:

<table>
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<tr>
<th>Timeline</th>
<th>Date</th>
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<tbody>
<tr>
<td>Call for Submission</td>
<td>2 June</td>
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<tr>
<td>Deadline of Submission</td>
<td>2 August</td>
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<tr>
<td>Feedback</td>
<td>6 September</td>
</tr>
<tr>
<td>Final Submission</td>
<td>2 October</td>
</tr>
<tr>
<td>Final Announcement</td>
<td>8 November</td>
</tr>
<tr>
<td>Award Ceremony</td>
<td>15 November</td>
</tr>
</tbody>
</table>

Remember the signature of the Head of Department is required before submission.
The Research Proposal

Before outlining the various parts of your research proposal we wish to re-emphasize that your submission should be written in clear, concise, grammatical English. Don’t be afraid to use the spell check function regularly. Each proposal should contain the following sections:

Cover Page
The cover page should contain the title of the project and the names of any investigators including the Chief Investigator

Introduction
This will provide a clear view of what the proposal is about, its aims and objectives, why it is important, its organization, and methodology. It gives the reader a sense of what you want to achieve and how you will do it. In short the introduction is a signpost telling what is going to happen.

Aims and Objectives
The proposal should set out clearly and concisely the aims and objectives of the project.

Literature, Theory, Hypothesis and Research Question
In this section you state explicitly what is to be investigated. What question(s) will your research answer? What are the hypotheses that you will be testing? Use the existing literature and scholarship in your field to make clear that your research question(s) and hypotheses are built on previous research findings.

Remember, a good proposal is a focused proposal. All research needs to be focused and should have clear boundaries and limitations. Consequently it is important that you identify the focus early in the process and never lose sight of it. For example if your research is about the impact of specific marketing strategy on sales of a particular product, you should keep focused on that marketing strategy and that product. It is not necessary or desirable to provide a lengthy discussion of marketing, or the history of marketing in Bangladesh, or the marketing of similar products in the U.S. and U.K. Stay focused on your research question!

Methodology
In this section you state explicitly how you are going to conduct the research. In other words, how will you answer your research question and/or test your hypotheses? Remember, you may use quantitative methods such as surveys, analysis of existing data, and experiments, qualitative methods such as interviews, focus groups, and observation; or a combination of methods. You may be even more specific in your methodology by specifying a particular form of investigation, for example ethno methodology. Regardless of the approach, you should be very clear how the

1 Specific hypotheses might not be necessary if the research is exploratory or theoretical.
research design will allow you to answer the research question(s). Furthermore, all research should comply with ethical guidelines. Be sure to prepare well for this section.

**Timeline**
This is an important section. Provide details of how the research is to unfold over time making sure the sequence is logical. It is important that you adhere to the timeline when conducting the research.

**Outputs and Dissemination**
On completion of the project you must have an outcome or outcomes that demonstrate your achievement. The output/s are important. They are the goal – and should be kept in mind at all times. They can take a variety of forms:

- A documentary film;
- A multimedia presentation;
- Web page;
- A mobile application;
- A journal article or series of articles (refereed of course);
- A monograph; or
- A combination of two or more of the above.

The whole purpose of this scheme is to enhance your reputation as a scholar and researcher and at the same time enhance the reputation of ULAB as a progressive, scholarly institution. Consequently it is important that you give serious thought to how you will disseminate the new knowledge you have created. Choose the right media to publish in and make sure you consult the Communication Office to prepare Press Releases.

**Adjunct and Part Time Faculty**
ULAB welcomes adjunct and part time staff participating in research activity. However, their role is limited. Only Full Time ULAB Faculty may be Chief Investigators and adjuncts and part timers may only operate as researchers under the direction of the Chief Investigator.

**Additional Rights of the Research Committee**
The Research Committee reserves the right to:

- Ask for more information and to request that a proposal be revised and re-submitted before making a decision on a particular project;
- Reject a proposal after evaluating its potential;
- Cancel a project if, in the committee’s view, the terms and conditions of funding have not been met;
- Modify a budget; and/or
- Appoint mentors to projects if it deems it necessary.

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2 It should be noted that research funds may be insufficient to fund activities such as documentary film-making and related activities. Consequently faculty should always be prepared to explore alternative funding sources to augment their research.
Ethics

*ULAB has a Code of Ethical Behavior. Research is covered by this Code.*

ULAB cannot condone unethical research. A separate Ethics Code will be made available shortly. In the meantime, researchers should be aware that no research involving harm to animals would be approved. Research involving humans is also governed by ethical concerns. All subjects participating in your research must give their approval to be interviewed, they may not be coerced into participation and if quoted their comments must be a true and accurate record of what they said. Any evidence of unethical behavior by a researcher will result in an immediate withdrawal of funds.

Ethics clearance may be required for research which involves

- Interviews
- Circulation of a questionnaire
- The conduct of a survey involving a volunteer sample
- Observation of human behavior
- Clinical trials
- Collection of any human tissue, including discarded tissue

Laws and regulations to protect privacy, confidentiality and cultural sensitivity: ethical data sharing: strategies for de-identifying quantitative and qualitative data.

Researchers need to understand and manage potential tensions between ethical requirements and other requirements long term and permanent retention and for the deposit of data in a repository or archive from the purposes of validating the research and furthering knowledge.

Holistic consideration of all of these requirements through data planning will assist researchers to maintain an appropriate balance.

The UK Data Archive which advises researchers on these issues in the UK, recommends that researchers who wish to ethically share sensitive and confidential data can consider strategies like:

- Gaining informed consent that includes consent for data sharing (e.g. deposit in a repository or archive) protecting privacy through anonymizing data.
- Considering controlling access to the data (e.g. through embargoes or access/licensing terms and conditions)

**Length of Application**

Faculty should keep the length of the application to a minimum. It is the view of the Research Committee that 10 pages should be sufficient.
Release of funds
Normally the funds will be granted in total but released in tranches or blocks of funds over the course of the research. The release of funds is dependent upon the success of the progress reports.

Progress Reports
CIs are responsible for submitting the Quarterly Report to the Research Office. This has two components.
A. The written report will be submitted to the Research Office one week before the oral presentation
B. There will be oral presentations, which will take the form of a workshop and open to all faculty
C. Workshops will be held in:
   - July 2015
   - October 2015
   - January 2016
   - July 2016
   Date and times to be advised.

Intellectual Property Rights
Normally the university funding the research retains the rights to any intellectual property produced by researchers. In the case of the Humanities and Social Sciences, where publication is the principal form of output, this is rarely an issue. However, where intellectual property is produced that may have commercial value, the university will assert its rights. In such cases the university will negotiate with the creator of the property for an equitable distribution of value.

All copyrights should be belong to ULAB

Workshops
The Research Committee will organize one workshop per funding cycle to assist researchers who feel they may need some guidance before submitting a proposal.

Departmental approval
The Head of Department has to sign off on the project for it to be accepted by the Research Committee.
Budgets

Every research project has a budget and is assigned to a cost center. Research projects of the kind envisaged here generally discourage the purchase of computers and other forms of technology unless their purchase is absolutely necessary. (Note this restriction may not apply to ETE and CSE). Similarly the purchase of computer software is discouraged unless it is essential and highly specialized. We encourage applicants to look for external funding sources for major research expenditures, and in the future we will provide support in this regard.

Faculty should take care when budgeting as ULAB has limited resources it can assign to research. Therefore ambit claims should be avoided. Furthermore, great care should be taken with the budget justification. Items not justified satisfactorily may be excluded from the budget by the committee.

ULAB has a policy on funding travel, accommodation and food that may be found on the ULAB website under the Administration banner. This policy, the per diem policy, specifies what ULAB will pay faculty and staff when performing approved duties. Researchers must follow these guidelines when formulating their budgets.

Areas of generally acceptable expenditure include:

1. The employment of research assistants.
2. Travel.
3. Accommodation and food (information about per diem allowances is found in annex 4).
4. Specialized tools and equipment.
5. Library acquisitions.
6. Conference attendance (permission to attend a conference may be factored into your budget but permission to attend is granted by the University Conference Leave Committee, not the Research Committee).
7. In some instances it may be possible to use research funds to employ an adjunct faculty to take a class.

Budget Exclusions

Certain items are excluded from the budgetary process. They include:

- Employment of family or relatives as research assistants
- Entertainment including refreshments at seminars and conferences. These are the responsibility of the sponsoring department.

Budget Justification

The budget should be followed by a “budget justification.” Major expenditures should be justified and their importance to the project demonstrated. For example, if you are applying for funding for a research assistant, please explain specifically what that assistant will do. Failure to adequately justify a cost could result in its removal from the project budget. The Chief Investigator is usually responsible for the administration of the budget.

Receipts for all activities must be kept, stored and submitted on conclusion of the project.
Additional Information on Budgets

1. **Requisitions:** The procedure to acquire equipment, data basis & so on is as follows.
   - The requisition form is available from Ms. Teresa Gonsalves, Officer, Vice Chancellor’s Office, who will process the form & manage the procedure.
   - After processing the request there will be budget with the Purchase Department.
   - The Research office will monitor progress in purchasing & inform Researcher about progress.
   - Every effort will be made to expedite purchase for research. However in some cases unavailable delays may occur & Researchers are urged to plan accordingly.

2. **Per Diem:**
   - ULAB has a Policy on funding of external activities.
   - Researchers are expected to follow the Policy when constructing their budget.
   - The Per Diem Policy is as follows:

   **Per Diem T/A & D/A for survey, study and field research, for example, in Jessore region:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Type</th>
<th>T/A</th>
<th>D/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Rate</strong></td>
<td><strong>Lodging</strong>&lt;sup&gt;2&lt;/sup&gt; (Tk./night)</td>
</tr>
<tr>
<td>Enumerator, Field</td>
<td>Non-AC Bus</td>
<td>• Tk. 500-600 (Dhaka-Jessore) plus actual expenses for local transport&lt;br&gt;• Local travel in region: actual expenses for local transport</td>
<td>Tk. 300-400/night</td>
</tr>
<tr>
<td>Coordinator etc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior Officer</td>
<td>AC Bus</td>
<td>• Tk. 1200 (Dhaka-Jessore) plus actual expenses for local transport&lt;br&gt;• Local travel in region: actual expenses for local transport</td>
<td>Tk. 500-600/night</td>
</tr>
<tr>
<td>Senior Officer</td>
<td>AC Bus</td>
<td>• Tk. 1200 (Dhaka-Jessore) plus actual expenses for local transport&lt;br&gt;• Local travel in region: By Non-A/C Microbus @Tk. 4000-6500/day</td>
<td>Tk. 700-800/night</td>
</tr>
<tr>
<td>Top Management</td>
<td>AC Bus or Airways</td>
<td>• Tk. 1200 for A/C Bus or Tk. 3500-6500 for Air ticket plus actual expenses for local transport&lt;br&gt;• Local travel in region: By A/C Microbus @Tk. 6000-7000/day</td>
<td>Tk. 1000-1200/night</td>
</tr>
</tbody>
</table>

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<sup>2</sup> Original accommodation bills need to be submitted.
Faculty are required to calculate accurately their travel, accommodation and food requirements when undertaking ULAB approved research. A lump sum will be released to cover these needs and for the duration of the research and faculty are expected to manage their funds carefully. Any additional expenses will be met by the researcher as no further funds will be available.

3. When making payments to casual staff engaged in Research, researchers must use bKash payment system whenever possible.

4. International Publishers are increasingly demanding up fund payment on submission of articles from authors. ULAB has decided that this cost can’t be included in the research budget. Researchers will meet any payment to Publishers in the first instance. If their submission is successful then ULAB guarantees that it will reimburse all costs to the Researchers. Receipts must be submitted when seeking reimbursement.

5. International Publishers now offer researchers editing services at high cost. ULAB has decided that it will provide all Researchers with a local editing service that will be managed by the Research Office. Researchers are urged to take advantage of this service before submitting their work to a Publisher.
Helpful Resources

The following is a list of websites and other resources that may help you when preparing your submission.

1. Flinders University (South Australia)
   This is a very useful, clear account on writing a research proposal.

2. Murdoch University (Brian Shoesmith's Alma Mater!)
   http://our.murdoch.edu.au/Research-and-Development/Resources-for-researchers/
   This oriented towards postgraduate students but nevertheless provides useful tips on how to approach research.

These are just a few examples. Remember, if you type "writing a research proposal" into Google you'll uncover an abundance of riches.
Annexures

1. “Terms of Reference,” an agreement between the Chief Investigator of the project and ULAB.
2. “ULAB Faculty Research Grant Application,” use this as a cover page for your application.
3. “Standards and Checklists for Writing Plain Language,” which provides helpful writing tips.
4. "Understanding and Avoiding Plagiarism," which clearly explains plagiarism. Proposals with plagiarized material will be automatically disqualified.
5. “Food Adulteration and Environmental Health,” an example of a good research submission.
Annex 1 – Terms of Reference

Office of Faculty Research

TERMS OF REFERENCE

This is an agreement between the Chief Investigator of a research project and the University of Liberal Arts Bangladesh (ULAB).

I, …………………………………………………………………………………………………………………………………………,
Chief Investigator of …………………………………………………………………………………………………………………
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Annex 2 – Research Grant Application

ULAB FACULTY RESEARCH GRANT APPLICATION

I. APPLICANT INFORMATION

Chief Investigator: ________________________________

ID # : __________________ Department __________________

Campus Location: ________________________________

Mobile phone: __________________ E-mail: __________________

Additional Investigators: ________________________________

II. RESEARCH DESCRIPTION

Project/Research Title: ________________________________

Total Budget Request: ________________________________

III. REQUIRED ATTACHMENTS

- A project/Research Proposal containing the following parts: (a) cover page, (b) introduction, (c) aims and objectives, (d) literature/theory/hypothesis/research question, (e) methodology, (f) timeline, (g) budget, (h) budget justification, (i) outputs and dissemination.

- If applicable, a list of previous and/or current funding support received for this or similar project(s), and/or a list of other sources, university and external, applied to for funding of this proposal.

- Curriculum Vitae for all investigators.

Principal Investigator's signature __________________________ Department head's signature __________________________

Submit this form with all the attachments in both hard and soft copy to: Teresa Gonsalves, mailto:teresa.gonsalves@ulab.edu.bd. Signatures are only required on the hard copy.
Annex 3 – Writing Plain Language

“Standards and checklists for writing plain language”
Rachel McAlpine

*Plain English Power*

The standard. The goal. The test.

All public communications should be easy for their intended audience to understand and act upon.

That’s the only standard for plain language. If a document fails that test, it is not in plain language. Ultimately, the only valid test is to ask an appropriate person to read it.

- If the person is puzzled or needs to reread the document, it’s not in plain language.
- If the person immediately understands and knows what to do next, that’s plain language.

Plain language checklists: more than just words

Check the whole document

- It's simple, clear and concise
- The topic is obvious
- The main message is obvious
- It's obvious what action the reader needs to take

Check the document structure

- Detailed, explanatory document title or page headline
- Summary or key message follows title or headline
- Content organized in a logical sequence for the reader
- Each paragraph starts with its topic
- Short paragraphs
- Sub-headlines and short lists break up solid text

Check your sentences

- Mainly short sentences
- Mainly active verbs (*I appointed you* not *You were appointed by me*)
- Logically structured sentences (subject-verb-object)
- Only one main idea in each sentence
- Correct grammar, spelling and punctuation
Check your words

- Words that are common, simple, and familiar to your target audience
- Write you, I and we: speak directly to the reader
- No jargon (but technical terms are fine for a technical audience)
- No clichés or wordy phrases
- Consistent words: using the same word for the same thing throughout the document
- Only a few abstract nouns, e.g. words ending in -ment, -tion, -ance, -ence, -ancy, -ency, -ity, -ism
- Words positive in meaning and tone

Check readability

- At least 60% score on Flesch Reading Ease

Tip: Use the grammar checker in your word processor to check your document's readability. The Flesch Reading Ease score measures the percentage of adults who would be able to read your writing easily. At least 60% of adults should be able to read your document easily. Just check the prose, not data such as addresses.

Check design

- The page looks orderly
- Plenty of white space (in margins, between paragraphs etc)
- Print that's big enough to read
Understanding and Avoiding Plagiarism
Daniel Sabet

Plagiarism is often defined as, “The act of passing off as one’s own the ideas or writings of another.” [*emphasis added*] Unfortunately, plagiarism is common in Bangladeshi institutions of higher learning. Not only are students “stealing” the ideas and words of others, but perhaps more importantly, they are failing to develop their own ideas and improve their own writing abilities.

1. **What is plagiarism?**

At least 10 steps taken by the government in the last two and a half years to improve the capital's traffic situation and road safety had fizzled out within a few days. The measures came to nothing because they were ill-conceived in the first place. The slackness of the implementing agencies too did not help things either, experts observe. The same people who follow traffic rules in Dhaka cantonment area do the opposite elsewhere in the city. It is because the cantonment authorities strictly enforce the rules while traffic police take little action against the lawbreakers for fear of backlash from influential people or for bribe, point out the experts.

Students asked to write a paper on the traffic situation in Dhaka might be tempted to simply copy and paste such statements into their papers. This is the clearest example of plagiarism; however, many students believe that if they cite the source and alter the wording of the text they will have avoided plagiarism. **This is incorrect.** The following paragraph is also an example of plagiarism.

Over the last few days, at least 10 steps taken by the government in the last two and a half years to improve the capital’s traffic situation and road safety have fizzled out. Because they were poorly conceived, the measures came to little. Experts observe that the slackness of the implementing agencies has not helped things either. Why do the same people who follow traffic rules in Dhaka cantonment area do the opposite elsewhere in the city? The reason is because the cantonment authorities strictly enforce the rules while traffic police in the rest of the city take little action against the lawbreakers for fear of backlash from influential people or for bribe, point out the experts (Islam 2011).

*Georgetown University Honor Pledge:*
http://www12.georgetown.edu/undergrad/bulletin/regulations6.html#council
By adding the citation, the student writer is now giving credit to the original author for the ideas contained in the paragraph, but the student writer is still misappropriating the original author’s words. The solution to this problem is to “paraphrase,” or re-write the author’s ideas in the student’s own words. The following would be an acceptable paraphrase:

According to Shariful Islam (2011), a number of recent governmental initiatives designed to reduce Dhaka’s traffic problems have not been successfully implemented. Much of the problem appears to be one of enforcement. Islam (2011) argues that this is evident when we compare the far more orderly traffic situation in the military cantonment with the chaos found in the rest of the city.

Here the writer has both paraphrased and cited the original work. Another option would be to “quote” the original author. It would, however, be inappropriate to simply place the original paragraph in quotation marks. Quotes should be used selectively and are best used when paraphrasing is not an option or to provide support to a student writer’s argument. The following would be an acceptable use of quotes.

A number of recent governmental initiatives designed to reduce Dhaka’s traffic problems have not been successfully implemented (Islam 2011). There are many reasons why these measures failed to reduce traffic congestion. First, in many cases the policies were poorly designed. As Islam (2011) argues, “The measures came to nothing because they were ill-conceived in the first place.”
Annex 5 – Example of a Good Research Submission

Research Proposal:
Food Adulteration & Environmental Health
February-September, 2013

Chief Investigator: Tawhidur Rahman
Position: Research Coordinator
Investigator: Faruq Shahriar Isu
Position: Assistant Research Coordinator

Introduction
Recent media reports have brought attention to the practice of using formalin to preserve the shelf life of perishable goods, particularly fish, fruits, and vegetables. Formalin is primarily made up of formaldehyde, which is primarily used in hospital mortuaries and laboratories in Bangladesh for preservation of human bodies and animals (BCSIR). The National Toxicological Program (NTP) under the World Health Organization (WHO) declared formalin as carcinogenic (2001). According to doctors and health experts, prolonged consumption of the food dipped in formalin can result in cancer, liver cirrhosis, kidney, lung, allergy, asthma and other health hazards.

The extent of formalin use is not entirely clear and several empirical studies have showed mixed results, ranging from 0% to 70% of fish of selected varieties in selected locations.\(^5\) What is clear is that formalin contamination and food adulteration in Bangladesh have become chronic problems that government has failed to resolve.\(^6\) While several studies have sought to understand the extent of the


problem, very little research has been conducted on why the problem persists. This research seeks to fill this gap.

Aims and Objectives
This research has the following objectives:

- To document the efforts which have been undertaken to address food adulteration in Bangladesh and determine to what extent the efforts have met the desired objectives.
- To better understand the gaps that worked as a barrier to achieve desirable goals. To explore the prospect of success for new initiatives.
- To explore the price variance between ‘formalin free markets’ and traditional ‘Kacha Bazars’ with a concentrated effort to verify if the ‘formalin free markets’ are actually formalin free.
- To understand and explain consumer and vendor attitudes and behaviors towards formalin and food adulteration.

Hypothesis/Research Question
Food adulteration has become one of many persistent environmental health problems affecting Bangladesh. The research asks why - despite long standing public concern and recent drives by mobile courts led by Bangladesh Standards and Testing Institute (BSTI) - does food adulteration appear to be such an intractable problem? Several hypotheses existing including (1) a lack of enforcement (2) rampant dishonesty in the industry, and (3) market forces driven by a lack of concern among consumers who prioritize price over quality. It seems likely that all of these factors interact together to create a complex collective action problem. Recent events have created a natural experiment that will allow us to better understand the relative importance of these different factors. In the last few months, the Federation of Business Chambers of Commerce and Industry (FBCCI) has been working with market leaders to develop formalin free markets. By comparing these markets with others (referred as ‘Kacha Bazar’), that continue with business as usual, the rationale of the research is to better understand the causes of food adulteration as well as the potential of proposed solutions.

Methodology
To address the above mentioned objectives, the research will deploy a mixed method approach for data collection and analyses. This research is essentially a comparison of two formalin free and two traditional markets. Such a comparison will be conducted on the basis of observation and information related to different markets, which will eventually assist to determine identical to one another outside of (1) formalin free or not or (2) income level. Given the importance of cost, an additional control variable has been added to the research design: the relative wealth of the surrounding community. As shown in Table 1, the research will compare four markets selected based on these two criteria.

<table>
<thead>
<tr>
<th>Site Selection</th>
<th>Formalin Free Kitchen Market</th>
<th>Traditional Kitchen Market</th>
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</thead>
<tbody>
<tr>
<td>Lower income area</td>
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<tr>
<td>Higher income area</td>
<td>Gulshan-2</td>
<td>To be selected</td>
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</tbody>
</table>

In each of the four sites (to be determined with the rational to select identical sites), several research activities will be conducted.

- Survey of 1,000 market customers (250 in each research site) regarding attitudes and behaviors towards food adulteration, formalin use and fish and vegetable consumption.
- Survey of 100 fish, fruit, and vegetable vendors (25 in each research site) regarding attitudes and behaviors towards food adulteration and formalin use in fish and vegetables and regarding financial factors.
- Study of food prices for select goods in each of the markets.
- Study of formalin contamination in selected fish/vegetables purchased from each of the markets.
- Key Informant Interviews with market leaders, government officials, medical doctors, and civil society organizations involved with food alteration issues.

**Timeline**

**March – April**
- Select remaining research sites
- Carry out key informant interviews
- Develop survey instrument
- Complete literature review

**May**
- Continue key informant interviews
- Initiate observational study, survey, and formalin testing

**June**
- Complete observational study, surveys, and formalin testing

**July**
- Conduct data analysis and begin drafting

**August**
- Initial drafts of CSD publication
- Initial draft of journal publication

**September**
- Final draft of CSD publication
- Final draft of journal publication

**Budget**

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<tr>
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**Budget Justification**

- Formalin kit: For testing formalin in fishes in formalin free and kitchen markets.
- Data collector fee: Payment of ULAB students as survey researchers at a cost of Tk600/day.
- Transport: Local transport between research sites for project researchers.
- Printing of surveys: All survey forms will be printed.
- Dissemination: To disseminate the results we will produce a CSD published document that will be publically launched at an event.
Outputs and Dissemination

- 30 page self-published CSD publications directed at a general audience and broadly disseminated.
- Seminar presenting the results of the study
- Academic paper for submission in respected international journals

ANNEX

A. **Survey of consumers: Examples of consumer attitudes and behaviors to be measured in a survey.**
   - Perception of the pervasiveness of the problem of food adulteration (e.g. what percent of fish/tomatoes do they perceive to be treated with formalin.)
   - Do they perceive that vendors and markets that claim to be formalin free are actually formalin free?
   - Perception of the health risks associated with formalin and other food adulteration chemicals.
   - Perception of who is to blame for the problem (government, vendors, wholesalers, consumers).
   - Perception of whose responsibility it is to solve the problem.
   - Knowledge of formalin, food adulteration, and pricing
   - Self-reported consumption and purchasing behaviors
   - Satisfaction with the market, fish, and vegetables
   - Willingness to pay for non-adulterated products
   - Reported strategies for obtaining good quality products at a good value (for example, is it better to go to a trusted vendor each time or shop around for a good price each time).

B. **Survey of vendors: Examples of vendor attitudes and behaviors to be measured in the survey**
   - Same as the above with some modifications
   - Cost per kilo of what they buy specific items for (might be difficult to obtain)
   - Cost per kilo of what they sell specific items for
   - Perception of the impact of operating in formalin and formalin-free markets on revenues, profits, relationship with vendors.

C. **Comparative cost analysis**
   - “Mystery shoppers” will collect data on prices per kg of specific items (e.g. fish, tomatoes) for all vendors in all four markets. (Additional markets may also be added to develop a more complete picture of price differences between traditional and formalin free markets.

D. **Key informant interviews**
   - Interviews will be conducted by Tawhid and Faruq with officials from the FBCCI, market officials in each market, wholesalers, medical professionals, and members of civil society organizations active on this issue (e.g. BELA, BAPA).